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ABSTRACT

This paper examines models of community college articulation with high schools and four-year institutions as examples of the facilitation of student transfer at the different levels. The first sections of the paper describe four programs to enhance high school to community college articulation: (1) Sacramento City College (California) and the Sacramento City Unified School District's formation of an Articulation Council to address the problems of underprepared students and eliminate unnecessary duplication of effort; (2) Clark County Community College (Nevada) and the Clark County School District's development of a comprehensive and cooperative partnership to coordinate academic and occupational programs; (3) Cuyahoga Community College's (Ohio) Center for Articulation and Transfer Opportunities; and (4) Thomas Nelson Community College's (Virginia) Secondary/Postsecondary Program to Prepare Master Technicians in Virginia. Next, three models of two-year/four-year college articulation are presented, including the policies and mechanisms used to facilitate transfer from the University of Nevada's community colleges to its four-year campuses; California's articulation plan to promote transfer between community colleges and the state universities and colleges; and Nashville Technical Institute's involvement in an Advanced Technology Articulation Demonstration Project. Concluding comments underscore the importance of upper-level leadership and commitment, faculty involvement, mutual benefit, open and formal communication, and competency-based curricula. (MDB)

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Articulation Models and Systems: High School to Community Colleges and Community Colleges to Four Year Institutions

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INTRODUCTION

The road to transfer begins well before college matriculation. Many community colleges are being called upon to begin academic and other intervention efforts at the high school level (Palmer, 1987). By initiating formal structures for cooperation and coordination of programming between themselves and local high schools, community colleges can reduce the amount of unnecessary duplication of efforts and programs and can benefit many students who, without such a program of articulation, would be unprepared for community college course work. According to Dale Parnell (1985) communication is needed between secondary schools and community, technical, and junior colleges regarding entrance/exit requirements, preparation, degree requirements, etc. to help students succeed in their postsecondary educational goals.

On the other hand since community college students must transfer to other institutions to earn the bachelor's degree, articulation agreements specifying the transferability of course credits to four year institutions must exist. Such agreements, on the surface at least, can ease the flow of community college students to baccalaureate-granting institutions. Fairweather and Smith (1985) note that the greatest deterrent to the development of two to four year agreements is the considerable commitment of time and effort that is required to conduct the course-by-course analyses that serve as the foundation for the whole transfer

articulation process. The purpose of this paper is to examine selected articulation models/systems for both high school community college and community college to four year institutions. Conceptually the models describe the collaborative efforts of the community colleges with high schools and four year institutions. The models chosen illustrate how the transfer process is facilitated at the different levels.

MODELS FOR COMMUNITY COLLEGE/HIGH SCHOOL ARTICULATION

I. Sacramento City College/Sacramento City Unified School District Articulation Council (A Model For Community College/High School Articulation) (Wellsfry & Rosen, 1986)

Sacramento City College and the Sacramento City Unified School District have worked cooperatively for many years. However, the articulation activities have been informal and only partially effective. The lack of adequate preparation for students, apparent duplication of efforts, and shrinking budgets created a need to examine the articulation activities. In early 1982 the President of Sacramento City College and the Superintendent of the Sacramento City Unified School District developed the concept of a formal joint Articulation Council. The goal of the Articulation Council is to address the problems of the underprepared students and to reduce the amount of unnecessary duplication of efforts in the programs.

Articulation Council Objectives. The Articulation Council is a formal structure which meets on a regular basis.

The Council has three objectives:

1. To assure that there is integration and articulation between the Curricula of the High School and College programs, especially in the Basic Skills and Occupational Program areas;

2. To develop a continuum of assessment from High School to College to measure student achievement and insure that students have the appropriate preparation needed to succeed in college;

3. To develop an instructional and student services delivery continuum.

Articulation Council Structure. There are three major factors which contribute to the success of this model; A formal structure, regular meetings, and close involvement of faculty. The Articulation Council membership consists of mid- and upper-level managers of both educational systems. The council meetings are co-chaired by the College President and the Superintendent of the Unified School District. Meeting sites are alternated between the College and sites within the School District. During the first year monthly meetings were held, however as the council moved into its second year, less frequent meetings were needed. There is full involvement on the part of the high school and college faculty in the articulation process. Most faculty involvement occurs at the level of the "action groups" who actually conduct the problem solving workshops or conduct the research studies.

Functions and Outcomes. Each component of this articulation structure has specific functions. The council has four majors functions:

1. General planning and goal setting for Articulation

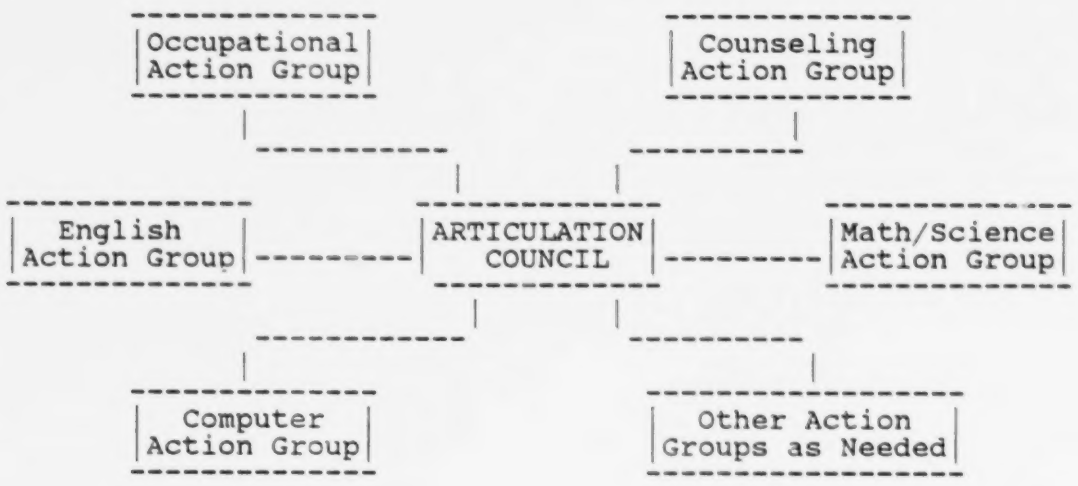
activities;

2. Setting priorities for the council's activities;
3. Identifying problem or focus areas;
4. Radify the recommendations of the Action Groups.

The primary articulation activity is conducted by the Action Groups. These groups or sub-committees, consist of both faculty and management staff. The specific actions and recommendations of these groups is reported back to the Articulation Council on a regular basis. The Action Groups are formed on an as-needed basis and continues to function as long as needed.

As a result of these action group activities, there have been several beneficial outcomes. Articulation agreements have been signed for six different occupational programs. High school and junior high school counselors have participated in orientation workshops at the College. College faculty and management have conducted inservice workshops for high school faculty in the areas of Science, Mathematics, and Computer Literacy. A joint curriculum workshop was conducted for English faculty and a Directory of High School and College English Faculty has been printed.

Sacramento City College/Sacramento Unified School District
Articulation Model



II. Clark County Community College/Clark County School District Articulation Program (Clark County Community College, 1986)

There has been on a historical interest, in both the Clark County Community College (CCCC) and the Clark County School District (CCSD), in developing a more effective partnership and articulation of educational programs. While there has been some success, this program includes the formal development of articulation agreements between CCCC and CCSD.

This articulation program agreement is based on the belief that in order for articulation to be successful, the process must be formally structured. A formally organized articulation program helps all participants understand the objectives and the process of articulation and the roles and responsibilities of staff associated with the program. Perhaps of greatest importance, a formally structured articulation program, supported by active and involved leadership of both institutions, communicates to all concerned the important contribution that articulation plays in the effort to improve educational service for students.

Organization of the Articulation Program. The authority for the articulation program emanates from the offices of the President of the CCCC and the Superintendent of the CCSD. The organizational structure of the articulation program consists of the Articulation Board and Ad Hoc Articulation Subcommittees.

Goals of the Articulation Program. The CCCC and the CCSD serve some of the same students, work toward common goals,

and experience similar problems. An effective dialogue and cooperative working relationship between the two systems are essential if educational needs of CCCC/CCSD students are to be met. The CCCC/CCSD Articulation Program represents a comprehensive and cooperative partnership between the school district and the community college with the goal to more effectively develop and deliver educational services to the students.

Coordination of both academic and occupational programs is particularly important to encourage more CCSD graduates to take advantage of CCCC educational opportunities. A well-developed and effectively implemented articulation program will increase the number of CCSD students who will continue their education at CCCC.

Composition of the Articulation Board.

Community College	School District
President	Superintendent
Dean of Education Services	Assoc. Supt., Instruction
Coordinator for Articulation	Assoc. Supt., Secondary Ed
Directors, Instruction Areas	Exe. Dir., Curr. & Instr. Services; Dir., Sec. Ed & Occ. Ed; Coord., Occupational Ed;
Dean, College Services	Principal, Southern Nevada Voc Tech Center Principal, Area Tech. Trade Center
Director, Student Services	Principal, Comprehensive High School; Member, Board of School Trustees

Functions of the Articulation Board.

1. Establishing overall policies.

2. Establishing objectives and priorities.

3. Planning for articulation activities and establishing time lines.

4. Identifying problem areas.

5. Securing necessary resources for articulation activities.

6. Ratifying recommendations and articulation agreements submitted by articulation subcommittees.

7. Developing publicity and promotional strategies for articulation agreements.

8. Providing for annual assessment of existing agreements.

The Ad Hoc Articulation Subcommittee's final report to the Articulation Board includes the following:

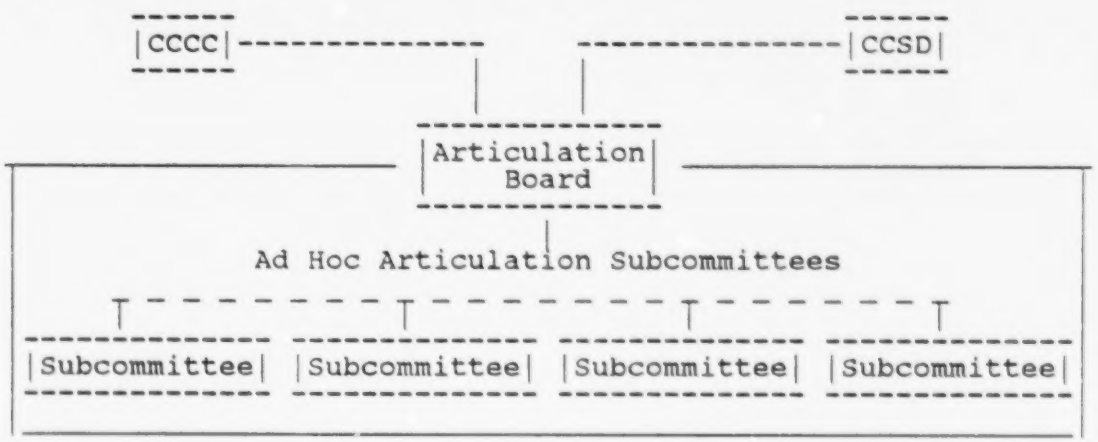
1. The articulation agreement.

2. Recommendations about matters related to implementing the agreement.

3. Recommendations pertaining to promotional and staff development activities.

4. Other applicable recommendations.

Clark County Community College/Clark County School District
Articulation Program Organizational Chart



III. Cuyahoga Community College's Center For Articulation and Transfer Opportunities (Cuyahoga Community College, 1986)

Cuyahoga Community College's (CCC) Center for Articulation and Transfer Opportunities offers programs and services designed to increase opportunities and improve the success of urban transfer students as they move from one level of education to another. The Center sponsors an intensive series of services and events designed to increase the information available to high school students, and help them plan and prepare for college attendance. In order to measure the effects of the Center's articulation efforts, students enrolled at CCC from four target high schools were compared with similar students from other area high schools also enrolled at CCC. The results of this formative evaluation revealed that: 1) enrollments from the four targeted high schools increased over the previous years; 2) a larger number of students from college preparatory curricula of targeted schools enrolled at the community college than in previous years; 3) CCC retention rates of students from the targeted schools increased slightly compared to that of students from the other schools; 4) students from the targeted schools demonstrated less need for tutoring in basic skills than students from similar high schools; and 5) students from targeted high schools indicated a greater level of satisfaction with support services provided by the college than other students.

This evaluation was designed to assess the effectiveness of high school articulation efforts in two main areas: a) student enrollment and retention, and b) student use of and satisfaction with College support services.

Statistically, the high school transfer articulation activities increased the enrollment of those attending CCC from the targeted schools by 70 percent in one year. The retention rates for both groups over a three term period were about equal. In general, targeted students made greater use of college services and were more satisfied with the services they did use.

The results seem to be fairly clear, when the college makes a cooperative and coordinated effort to inform students of educational and transfer services, students do take advantage of such services. As a result of using such services, students are much more likely to experience academic success not only at the college, but also when they transfer to four-year institutions.

IV. Thomas Nelson Community College (VDE and VCCS, 1986)

Due to the rapidly changing pace of technology in today's world, there is a demand for systems-oriented technicians who are "masters" of their trade -- who can assemble, operate, analyze, troubleshoot, repair, and maintain equipment.

In early 1984, Virginia's Governor, Charles Robb, recognized this need and mandated that a program be developed to answer it. Under the able guidance of the Virginia

Department of Education and the Virginia Community College System the "Secondary/Postsecondary Program to Prepare Master Technicians" was born.

The Virginia Peninsula was chosen as the site for the pilot project because the community college, technical center, and five local school divisions had proven their ability to work together during the 1979 to 1983 articulation efforts. In addition, the Peninsula area has the only business/industry/government-education regional collaboration council currently in existence in the Commonwealth.

"The Secondary/Postsecondary Program to Prepare Master Technicians" is a state funded pilot project tasked to develop a "2+2" model in the technical field of electronics/electromechanical technology. This will be accomplished through collaboration between local education agencies (LEAs) and business/industry/government (BIG) under the direction of the Virginia Department of Education and the Virginia Community College System (VCCS).

In a project of this magnitude, the commitment of individuals involved is essential. On the Virginia Peninsula this commitment is exemplified by education in the form of a written agreement signed by the chief executive officers of each LEA. Business/Industry/Government commitment is shown through their active participation at two different levels within the project. Management-level officials serve on the Collaboration Council, while technician-level workers serve

as Big Consultants.

The pilot model is organized for maximum flexibility and is structured to be "transportable."

Four innovative aspects of the Master Technician Project came into display during curriculum development.

The first innovation is the "2+2" concept, whereby students can combine the last two years of high school with two additional years of community college to earn an AAS (Associate in Applied Science) degree in electronics/ electromechanical technology.

Second, the program is designed for maximum "student flexibility" in selecting career options. Students who enter the workforce from any level beyond high school will possess marketable skills. In addition, they can pursue advanced education, return to work, and reenter education at any point. A special feature of the program is the built-in safeguard that prevents students who change their career choice in midstream from losing valuable time.

The third innovation is the "academic and vocational mix." The academic disciplines of math and science are blended with the vocational program services of technology education and trade and industrial education. This unique blend will produce a comprehensive coordinated curriculum which will allow students a variety of education and career options.

Fourth, the project is made possible and its progress is insured through collaboration with business/industry/

government -- the employers of education's products. Project participants refer to this collaboration as the BIG approach to curriculum development.

Through thorough curriculum preparation and innovative reasoning, the Master Technician Program provides the best of both worlds -- academic excellence and economic self-sufficiency through vocational education.

Administratively the project structure functions out of nine different areas. These areas are as follows:

The Executive Committee is comprised of vocational directors from each of the local school divisions, the director of the technical center, the dean of instruction of the community college, a representative of the superintendents, and a business representative of the Collaboration Council. The Executive Committee sets all policies and procedures for the operation of the pilot project.

The Collaboration Council is comprised of business representatives at the management or equivalent level from local businesses who have technicians in the area of electronics/electromechanical technology, education representatives of one guidance director, one math supervisor, and one science supervisor to represent all secondary level schools on the Peninsula, and the Engineering Division Chairman, Math/Science Division Chairman, and a guidance representative from the community college. The Collaboration Council assists the Executive Committee on all

matters related to the administration of the project.

Representatives from the State Department of Education and the Virginia Community College System provide consultant services to the project.

The Project Director and Associate Director have overall responsibility for the administration of the project.

The Public Relations Committee is comprised of local and state public relations experts who assist the Project Director on all aspects of project public relations.

The Virginia Peninsula Vocational Training Council, a regional business/industry/government-education collaboratory council consisting of 33 directors -- 17 from business/ industry/government and 16 from education, serves the project in a consultant capacity. In addition, the MT project contracts for the services of the Council's Executive Assistant/Manpower Technician who serves the project as a curriculum writer and public relations chairman.

The Curriculum Writing Team is comprised of math, science, and vocational education (technology education or electronics) instructors from each school division, the technical center, and the community college. The Curriculum Writing Team has the responsibility of writing curriculum based on the validated "Forecast of Occupational Demand for Electronics/Electromechanical Technology."

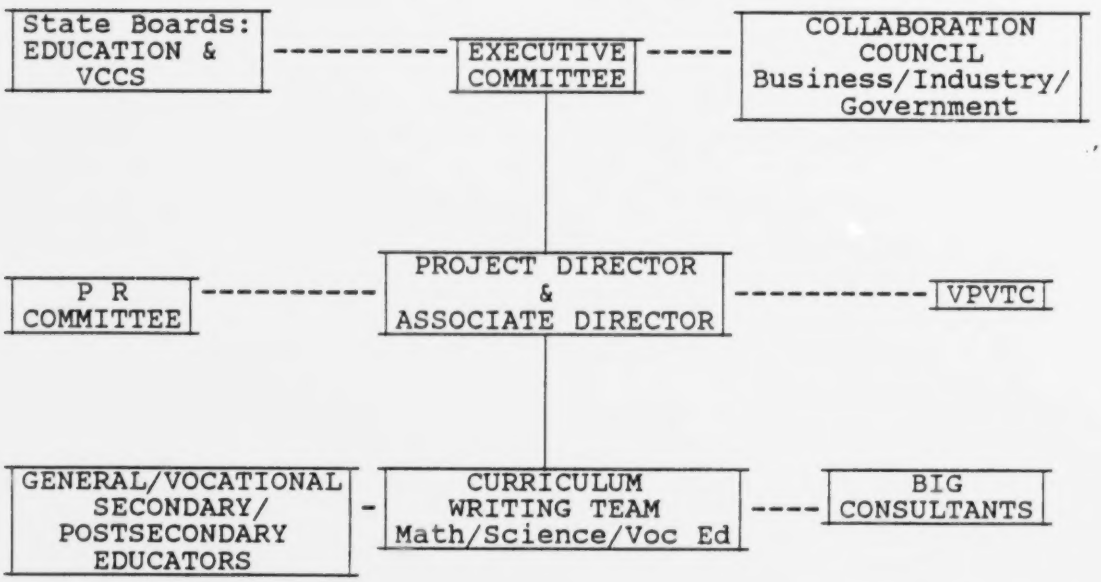
The Business/Industry/Government Consultant Committee is comprised of representatives at the technician or first-line supervisor level from local businesses who have technicians

in the areas of electronics/electromechanical technology.

The Education Consultant Committee is comprised of representatives form guidance, math, science, and vocational education (technology education and/or electronics) from each local school division, the technical center, and the community college. The Education Consultant Committee and the Business/Industry/Government Consultant Committee work together to assist the Curriculum Writing Team on all matters pertaining to curriculum development.

MASTER TECHNICIAN

Organizational Chart



MODELS/SYSTEMS FOR COMMUNITY COLLEGE/FOUR YEAR ARTICULATION

V. Nevada Community College/University Articulation Policy (Board, 1982)

The following is a statement of policy for the effective transfer of students from the campuses of the community colleges to the universities. Certain important assumptions underlie this policy statement.

1. Community Colleges and universities shall have equal social and academic status within the University System.

2. Articulation policies and procedures shall be the joint and cooperative effort of duly authorized representatives of the community colleges and universities.

3. Policy statements and procedures should be regularly reviewed and revised to accommodate changing problems and new conditions in the articulation process.

4. Articulation policies and procedures should be sufficiently developed to promote the smoothest flow of students between participating institutions.

The University of Nevada System Articulation Board is established to review and evaluate current articulation policies and formulate additional policies as needed for community colleges and universities. The decisions of the Articulation Board are final, subject only to the Chancellor and the Board of Regents. The Articulation Board is appointed in conformity with section 1.3.9 of the University of Nevada Code System.

The Board has the continuous responsibility for community college - university articulation relationships and shall:

1. Recommend to the Chancellor and the Board of Regents proposed policies in articulation and conduct a continuing review of the provisions of the agreement.

2. Authorize committees or task forces consisting of representatives from both levels of higher education to facilitate articulation in subject areas.

3. Provide for cooperative research among the community colleges and the universities. Such research will be encouraged and conducted by each campus in accordance with a systemwide format provided by the Office of the Chancellor in areas such as admissions, grading practices, curriculum design, and follow-up on transfer students.

4. Develop procedures to improve community college - university articulation by exploring specific issues such as academic record forms, general education requirements, units of credit, course numbering systems, grading systems, calendars, and credit-by examination.

5. Encourage regular communication between and among community college and university faculty members particularly on joint curriculum projects.

Transfer students to the universities may be admitted under the following alternatives:

Associate of Arts Degree Graduates
Other Associate Degrees
Non-Associate Degree Admissions

VI. California Community Colleges and the University of California and California State University Articulation Plan (Wilson, Anderson, 1986)

Under Executive Order 167 of the California State University, the community colleges are designated as having responsibility for indicating which community college courses are baccalaureate level and, therefore, transferable to the California State University.

Through the University of California's Board of Admissions and Relations with Schools (BOARS), initiatives have been undertaken with the California Community Colleges to improve community college articulation with the University of California and California State University. Jointly these

bodies developed an eleven point Action Plan for 1986-87. The underlying purpose of the plan is to promote transfer and articulation between California Community Colleges, the University of California, and California State University.

Action Plan for 1986-87

1. The California Community Colleges will continue to seek cooperation from the California State University and the University of California in implementing the recommendations on transfer and articulation that are outlined in the Commission for the Review of the Master Plan for Higher Education's Reassessment Study of the Community Colleges.

2. In cooperation with CSU and UC, a statement which outlines the role and responsibility of articulation officers in the community colleges, UC, and CSU will be developed.

3. In cooperation with SCU and UC, regional conferences will be held statewide for articulation officers. The purpose of the conferences will be to review the statement of role and responsibilities for articulation officers, begin the establishment of regional networks of articulation officers, and identify articulation issues and problems that need to be addressed.

4. A statewide committee of community college and California State University faculty and administrators will be established to serve as a clearinghouse for articulation problems between the two segments.

5. Ways to promote the interaction of the faculty intersegmentally will continue to be pursued.

6. Participation in the CAN (California Articulation Number) System by the segments of higher education will continue to be pursued.

7. Development of an intersegmental definition of baccalaureate level coursework will be continued.

8. Joint projects between the California Community Colleges and the California State University will be pursued.

9. In conjunction with the State Department of Education, the University of California, and the California State University, a structure for statewide coordination of the myriad intersegmental projects will be pursued and the role of the Articulation Council will be determined within that context.

10. Issues of articulation and transfer that need to be addressed will continue to be closely coordinated within the Chancellor's Office and then referred to the appropriate intersegmental committees and groups, including the California Round Table, the Articulation Council, the Intersegmental Academic Senate, UC's Board of Admissions and Relations with Schools Subcommittee on Community College Articulation, and CSU's General Education Advisory Committee.

11. The Chancellery will work with the Statewide Academic Senate to assist the Senate in achieving their goals and priorities to improve transfer and articulation with four-year institutions in 1986-87.

VII. Nashville State Technical Institute (McNutt, 1986)

Nashville State Technical Institute, one of fourteen two-year collegiate institutions in the State University and Community College System of Tennessee, has for years engaged in various collaborative efforts with other colleges, schools, businesses, and industries. They are currently involved in an Advanced Technology Articulation Demonstration Project, a collaborative effort with Tennessee State University (TSU), two local high schools, the Tennessee Valley Authority (TVA), the Center for Occupational Research and Development (CORD), and the State Department of Education. These various cooperating agencies are each responsible for certain aspects of the project.

Nashville Tech's ATADP is designed as a model or demonstration program, one to develop an advanced technology program to demonstrate to other Tennessee Valley education

institutions the efforts necessary to train for the technical jobs of the future. McNutt points out that Dale Parnell indicated that this is not precisely a 2+2 program, it is similar and designed to reach the ever-growing body of students.

Nashville Tech's primary role is to coordinate the project. As coordinator the institution is responsible for (1) formulating an industrial advisory group to review program articulation and advise on competencies to be taught; (2) entering into an articulation agreement with the two local high school systems, identifying two high schools to be included in the project, and assisting in the implementation of a CORD - developed Principles of Technology course at the two schools; (3) developing an Advanced Principles of Technology laboratory with TVA funding; and (4) in cooperation with CORD and the State Department of Education, providing training in advanced technology to high school instructors.

Tennessee State University's role is primarily in the area of evaluation. The university will develop and administer an evaluation process of the entire technology project and a testing procedure for students in the program. In addition, representatives from Tennessee State will participate in the industrial advisory group.

CORD's primary function is to advise on the implementation of the "Principles of Technology" course in cooperation with the various educational institutions, to

provide both the high schools and Nashville Tech with copies of the curriculum developed, and to develop specifications for the laboratories at both the high schools and Nashville Tech.

Funding for the project comes from two sources. TVA provided the bulk of the funding for the project, approximately $360,000, with $260,000 devoted to equipment for the laboratories both on Nashville Tech's campus and at the local high schools. In addition, the State Department of Education provided funding for the training of high school teachers across the state.

Although this is the first year of the program, both faculty and administrators at Nashville Tech are convinced the project is beneficial. Secondary students at the two high schools are receiving training that would not otherwise be available. Because of the project, the high schools and Nashville Tech were able to equip laboratories for the unified or advanced courses. Both high school teachers and Nashville Tech faculty received up-to-date technical training. But best of all, representatives from Nashville Tech and the local school systems opened up new avenues of communication. In an era of declining enrollments the fact that Nashville Tech will attract some additional students in the future because of this project is, of course, not an unimportant consideration.

SUMMARY

Articulation, be it with secondary schools or four year institutions, requires extra effort, time, and resources. As observed by the models or systems reported in this paper the leadership and commitment must come from the top. Superintendents, principles, presidents, school boards, and boards of trustees must take leadership for articulation and organize institutional resources toward that end. According to Kintzer (1985) articulation should be recognized as a series of processes, transfer being one of them. The total activity - the articulation relationship - is also an attitude. It is people driven. No matter how beautiful the paper agreement, success is strongly dependent on the understanding and support of the administration, faculty, and staff who deal directly with students at both the sending and receiving institutions.

Warmbrod and Long (1986) outlined ten principles that can serve as guides to educators who wish to establish, expand, or improve their own articulation activities. The principles are as follows:

1. Provide leadership and commitment from the top.
2. Involve faculty early in the articulation process.
3. The relationship with the other articulated organizations should be built on respect and trust.
4. Ensure that all parties benefit. All must see the advantages of participation or they will not be willing to give what is required for meaningful articulation.
5. Put agreements in writing.

6. Communication between parties involved in the articulation process should be open, frequent, and clear.

7. Programs should start small and build. Articulate in a graduating manner - courses, programs, degrees.

8. Make someone responsible for the articulation.

9. Develop competency-based curricula for the learning activities.

10. Focus on the goals of the agreement and not on turf protectionism.

The models reviewed in this paper reflect Warmbrod and Long's principles. They also demonstrate that there is no single recipe to formulating articulation agreements. Collaborative articulative arrangements are diverse and creative. They may involve state and local governments, business and industry, as well as educational institutions at all levels. Whatever the arrangement, the common focus of all articulation programs should be the smoothing of students' passage from one educational level to the next.

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